



Dept. of Education, Patna University
INNOVATIVE TEACHING - LEARNING

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DISCUSSION STRATEGY

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OBJECTIVES

- To know strategies involving group discussion.

INTRODUCTION TO DISCUSSION STRATEGY

- According to Lee "Discussion is an educational group activity in which the teacher and the students cooperatively talk over some problem or topic".
- This sampling of strategies provide ideas for helping students prepare for discussions and for collaborating with others to develop those ideas.
- It is democratic strategy.

Following are three stages of discussion strategy:

1. PLANNING STAGE
2. IMPLEMENTATION STAGE
3. EVALUATION STAGE

1. PLANNING STAGE

- To start leading a discussion few points to keep in mind are as follows-

- Focus on ideas and skills
- Highlight one main discussion question or no more than three main points.
- Teacher give instructions and examples to clarify what types of questions are most effective for generating discussion and how they can use the questions to deepen their own learning.
- e.g. by making connections among topics or readings, or by identifying assumptions or counter-arguments).
- Grade the questions and give students feedback to help them improve their question-writing skills over time.

2. IMPLEMENTATION STAGE

- Topic or questions are relevant to mastering the material include a mix of "closed" comprehension questions, which have limited number of correct answers and open -ended questions, which can generate multiple strong responses.
- Teachers encourage students to make presentations.
- Ask students to prepare a discussion questions, and then frame the discussion around their questions. To reduce the number of submitted questions to a manageable amount (i.e. a number that is realistic for you to grade and to use during class discussions), divide the class into two-four groups and assign the responsibility for writing questions to only one group per class session
- Teachers use mini - lectures interspersed with discussion.
- Ask students to bring two questions to the class.
- Participants should try not to answer their own questions.
- Try not to use rhetorical questions or "yes/no" agree/disagree" type questions.
- When used at the start of class, the exercise might ask students to recall or explain factual information or major ideas from the assigned readings.
- When used in the middle or end of a class, this exercise can ask students to synthesize, complicate, or counter ideas that have already been discussed or presented, or to identify the “most important point” or the “muddiest point” in a discussion (Angelo and Cross).

3. EVALUATION STAGE

- Include time to ask for students to read what they have written.
- Record responses on the board and use these responses to shape the direction of the discussion.
- Add any points that students did not address, but that are essential.
- Assign readings before class that will allow students to familiarize themselves with a controversial topic, including facts that may be used as evidence for specific positions.
- To begin the activity, write a debatable statement on the board, ask students to stand in a specific location in the room to indicate whether they strongly disagree, disagree, agree, or strongly agree (for example).

- After students have “positioned” themselves, call on individual students to explain their respective positions in relation to the debatable statement.
- Once a few students have answered, tell everyone that they can move to a different position, to reflect any changes in their thinking.
- Repeat steps above once or twice more, then ask students to discuss the process: What arguments were the most compelling? Why? How did listening to different perspectives affect their thinking? What are some of the new questions generated?

Characteristics

- It discourages wrong approaches
- Students are alert and reactive.
- Instrumental in developing the students’ aptitude.
- Students become better listeners.
- Teachers and students come together and understand each other very well.
- Enhances students’ creativity and leadership skills.
- It is a democratic strategy.
- It may have more opportunities for social learning.
- The cognitive and affective aspects of higher objectives can be achieved.
- The increasing rationality, knowledge grows and develops skills and students can voice themselves more.

Limitations

- The student cannot speak equally.
- Sometimes it increases competition and jealousy.
- Students occasionally go too far from the subject.
- Unnecessary criticism and 'chop people' can destroy its purpose.

Suggestions

- Provide equal opportunities for all students to speak up.
- Speaking students should be brought forward.
- Asking suggestive questions that students must be prepared for the interview.
- Should like to discuss the episode mutual conversation.
- Only constructive and meaningful criticism should be encouraged.
- As far as possible, should ignore controversial topics.
- Teachers should act as the active controller.
- The conversation should always be meaningful.

KEYWORDS

- Interspersed - in between

- Rationality - based on reason and logic
- Assign - allot

SELF CHECK QUESTIONS

1. Explain the meaning of discussion strategy.
2. Discuss the various phase of discussion strategy.
3. Write the characteristics and limitations of discussion strategy.
4. Write few suggestion on discussion strategy.

SUGGESTED READING

EDUCATIONAL TECHNOLOGY(S.K.MANGAL AND UMA MANGAL)

TOPIC(S)FOR NEXT CLASS

Group discussion, Debate and panel discussion

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